

EDT Specialty Lesson Plan Rubric

Lesson Plan Title: _____

Topic: _____

Submitted by: _____

Grade level: _____

Element	0 points	1 point	2 points	3 points	Item Point(s)	Comments
Content						
Curriculum and Standards	The lesson is not focused on a content area. The lesson provides no connection to local curriculum and/or state content standards.	The lesson is loosely focused on a content area. The lesson provides some/limited connection to local curriculum and/or state content standards.	The lesson is focused on a content area. The lesson provides clear connections to local curriculum and/or state content standards/benchmarks in some, but not all major phases of the lesson plan. The target audience is defined.	The lesson is tightly focused on a content area. The lesson provides significant and clear connections to local curriculum and/or state content standards/benchmarks in all major phases of the lesson plan. The target audience is clearly defined.		
Objectives <i>(Objectives should define what students will know and be able to do.)</i>	The objective(s) is (are) imprecise or unclear or written in terms of teacher behavior, rather than student behavior.	Some of the objectives are clear and some are not. Not all objectives are stated in terms of student behavior.	Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable.	Each objective is stated in terms of student behavior; identifies the learning that will take place; and is measurable and observable. At least 1 objective addresses higher order thinking skills.		
Procedures and Activities						
Introductory Activities <i>(Introductory activities set the stage for learning by providing background information about the topic to help orient investigations.)</i>	The lesson is void of any introductory (i.e. initiation/set) activities	The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.	Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or "bridging" value.	Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between new and old learning.		
Learning Activities	Activities are disconnected and not focused on the objective.	Activities are connected to the objective but disconnected from one another.	All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate.	All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative.		
Student Centered <i>(The course of instruction responds to student needs)</i>	The lesson is not appealing to the student. There is no evidence of	The lesson is relevant and appealing, but student choice and flexibility are	The lesson is relevant and appealing. There is evidence of instructional flexibility or accommodation of	The lesson is relevant and appealing. It supports student choice and encourages students		

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<i>and interests, and students can make key decisions regarding their learning.)</i>	student choice or flexibility in pace, topic, resources, or end product.	limited.	students' interests and learning modes.	to be creative. At least one section is open-ended allowing students to take responsibility for their learning.		
Collaboration	Direct or whole-group instruction dominates learning experiences. Collaboration is not supported.	Collaborative learning allows only a few students to develop teamwork, communication, and problem solving skills.	Collaborative learning allows most/many students to develop teamwork, communication, and problem solving skills.	Collaborative learning allows all students opportunities to develop teamwork, communication, problem-solving skills, and reflection.		
Concluding Activities (Concluding activities re-examine the important points of the lesson.)	The lesson contains no closure.	Closing activities are poorly developed and done primarily by the teacher.	Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding, but are done by the teacher.	Closing activities are relevant to the objective and provide a clear opportunity to conduct a final check for understanding. Students are active participants.		
Technology Integration						
Integration of Technology into the Lesson Plan (Does technology support instructional activity? Technology is used as a tool to compliment learning activities.)	Technology is not included.	The inclusion of technology is clearly an "add-on," not complimenting the learning activities.	Technology is integrated into the lesson to improve the quality of student work and/or presentation.	A variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.		
State K-12 Educational Technology Standards	The lesson provides no connection to the state technology standards and performance indicators.	The lesson provides little connection to the state technology standards and performance indicators.	The lesson provides significant and clear references to the state technology standards and performance indicators.	Emphasis on the technology standards and performance indicators are clearly seen through the major components of the lesson plan.		
Evaluation						
Assessment (Assessment opportunities are ongoing and inform students)	Opportunities for student assessment are not provided.	Assessment opportunities are loosely identified and make limited connections to the Connecticut Content	Assessment opportunities are identified and require students to apply knowledge or demonstrate understanding of	Assessment opportunities are clearly identified and require students to critique, assess, and/or draw conclusions as they		

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		Standards and lesson objective(s).	Connecticut Content Standards. Provide limited evidence that students have achieved the lesson objective(s).	relate to the Connecticut Content Standards. Provide clear evidence that students have achieved the lesson objective(s).		
Methods for Measuring Student Achievement (Methods should include both formal and informal tools)	None included.	Limited to paper and pencil tests.	At least one non-paper and pencil method of measuring student achievement is included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)	Two or more non-paper and pencil methods of measuring student achievement are included. (i.e. experiments, written or oral reports, demonstrations, projects, multimedia presentation, concept mapping, journals, portfolios)		
Overall Instructional Design						
Lesson Materials and Resources (Materials and resources- exclusive of technology tools- that are needed by the student or the teacher to execute the lesson.)	Materials necessary for both student and teacher use are not listed.	A sketchy list of student and teacher materials is provided. Worksheets are described, but not downloadable.	Materials necessary for both the student and the teacher to complete the lesson are listed. Worksheets and reproducible materials are available for immediate download from the lesson site.	All necessary materials are identified. It is clear what materials are referenced in the lesson (e.g. rather than saying "the handout," it is referred to by name.		
Accommodations/ Modifications (Accommodations generally do not change the information, amount of information learned, or the performance criteria. Modifications include changes in instructional level, content, and performance criteria.)	Individual needs of students are not addressed. The lesson does not contain a modification for students from special populations.	Limited diversity of learning strategies that does not enable all students to attain learning objectives. The lesson modification(s) is/are not well articulated and is/are minimal in application and conception.	Evidence of diverse learning strategies that meet the needs of students enabling them to attain the learning objectives. The lesson includes at least one modification for students from special populations.	Learning experiences are appropriate to objectives, content, and developmentally appropriate for all students to experience success. The lesson includes modifications for students from special populations.		
Explorations and Extensions	Exploration and extension activities have not been identified for this lesson.	Exploration and extension activities are suggested, but have not been developed.	Exploration and extension activities are identified and described.	Exploration and extension activities challenge students to further investigate and/or apply selected standards in new and		

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				different ways.		
Lesson Development Resources (Resources used by the teacher to create this lesson. I.e. books, journals, magazines, web sites, school/public library resources, outside experts, etc.)	Resources and links have not been identified for this lesson.	Resources and links have been identified, however they have not been placed in APA format.	Resources and links have been identified, placed in APA format, and all of the links are active.	A rich variety of resources are identified and used in the lesson. A bibliography of sources and resources is provided.		
Ease of Use	The scope of the lesson is flawed in at least one of the following ways: the time frame is too demanding; it is too limited; it is too extensive and appears to be a series of lessons rather than a single lesson; it is too expensive or specialized for general use.	The scope of the lesson is challenging because it is time intensive and materials intensive.	The scope of the lesson appears to be manageable in a typical classroom of the targeted grade level and subject, but it has not been tested and used with students.	The scope of the lesson is manageable in a typical classroom of the targeted grade level and subject. The lesson has been tested and used with students, and the teacher has provided reflective comments about his/her experiences.		
Total Score						

Scoring

The lesson plan rubric is a tool for building stronger standards-based, technology- rich lessons, and evaluating lessons that are submitted for the course. The characteristics described in each cell of the column with heading “3 points” are target points for all lessons. A strong lesson should receive minimum total score of 36.